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WORCESTER, MASS., JUNE 8, 9, 10 and 11

*To be*  
**NATIONAL ASSOCIATION  
of CORPORATION SCHOOLS**

**Bulletin**

**25 Cents a Copy**

**\$2.00 For a Year**

**Volume II**

**March, 1915**

**Night School Pupils in Factories  
in Philadelphia**

**What Your Child is Best Fitted to Do  
By William Wirt**

**Educating the Negro Race**

**Technical Training Doubles Wages  
By Dr. Ira S. Wile**

**The School System of Utah**

**Developing Vocational Education in  
Indiana**

**Hotels Have Educational System**

**Would Change High School Courses**

**Training School for Domestics**

**PUBLISHED BY ORDER OF THE  
EXECUTIVE COMMITTEE**

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

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## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

*From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

*From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$1.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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# The National Association of Corporation Schools

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## Bulletin

Published by Order of the Executive Committee

Edited by F. C. Henderschott, Executive Secretary

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Volume II

March, 1915

No. 3

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### "CONCENTRATION—A SECRET OF SUCCESS"

An extract from "Successward," a book written by Edward Bok, editor of the *Ladies' Home Journal*:

"A young man makes of a position exactly what he chooses, either a millstone around his neck or a stepping stone to larger success. The possibilities lie in every position; seeing and embracing them rests with him. The lowest position can be broadened and made the chrysalis for the development of new strength to master other and greater problems.

"A substantial success means several things. It calls, in the first place, for concentration. There is no truth so potent as that which tells us that we cannot serve God and Mammon. Nor can any young man successfully serve two business interests, no matter how closely allied; in fact, the more closely the interests the more dangerous are they. The human mind is capable of just so much clear thought, and generally it does not extend beyond the requirements of one position in these days of keen competition. If there exists a secret of success, it lies, perhaps, in concentration more than in any other single element. During business hours a man should be in business. His thoughts should be on nothing else. Diversions of thought are killing to the best endeavors. The successful mastery of business questions calls for a personal interest, a forgetfulness of self, that can only come from the closest application and the most absolute concentration. I go so far in my belief of concentration to business interests in business hours as to argue that a young man's personal letters have no right to come to his office address, nor should he receive his social friends at his desk. Business hours are none too long in the great majority of our offices—and they never seem so to the right young man—and with a rest of one hour for luncheon, no one has a right to chop off fifteen minutes here to read an irrelevant personal letter, or fifteen min-

utes there to talk with a friend whose conversation distracts the mind from the problems before it. Digression is just as dangerous as stagnation in the career of a young man in business. There is absolutely no position worth the having in business life to-day to which a care of other interests can be added. Let a man serve the interests of one master, and if he serves him well he has his hands and his head full."

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### TEAM-WORK AND EFFICIENCY

The following extract from an "Exchange" furnishes a text for serious thought:

"For more than an hour the driver of a ponderous dray had tried, without avail, to start the team. Fifteen powerful bays, now almost exhausted from their useless efforts, strained and jerked at their load, deeply sunken in the muddy road.

"And then—the man who knew—came on the scene. He walked to the lead horse, just for a moment stroked its nose, patted it reassuringly on the neck and, with a parting word, passed to the next. So on he went down that long line—down to the great shaggy shaft horse at the truck. Then back again to the lead horse; and catching the reins, he stepped to one side. An instant's pause—a sharp command—and that whole team, a perfect machine, swung forward. Slowly, at first—so slow it seemed the heavy harness of steel and leather could no longer stand the strain—out of the rut came the massive wheels. An instant's pause as they balanced on the edge, and the task was done. 'Some team-work,' we say; and so it is, the kind of work that wins, that brings results, the truest measure of success."

Team-work analyzed, what does it mean? Does it not mean improving the efficiency of each individual in an organization, then correlating that efficiency so as to get the greater degree of collective strength? Many industrial institutions are looking for talent outside of their organizations obvious of the fact that the talents exists in their organizations if they would but develop it. Bringing in new talent does not correlate individual efficiency. On the contrary it is more apt to cause descension. A constructive system which will bring out the talents of each individual of an industrial institution, correlate these talents and insure the greater degree of team-work, cannot but produce satisfactory results. There is enough talent in practically every industrial institution. The difficulty is this talent is not brought out and made effective. There is a lack of team-work. This can only be done by making every employee feel that his interest is identical with the interest of the corporation with which he is connected. It is a big job but it is possible and it must be done before that degree

of industrial efficiency can be attained which is necessary to the success of American industry as a whole and in competition with other industrial nations. Team-work is a good watch-word. Merely adopting the watch-word, however, will avail nothing. There must be earnest and united effort, well directed and along educational lines. If such effort is made the results will prove satisfactory.

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#### **REQUESTS FOR BACK COPIES OF THE BULLETIN**

There is a constant demand for back copies of the BULLETIN which we are unable to supply as the issues prior to January, 1915 have been entirely exhausted. Many of these requests come from universities and public libraries which desire to complete their files.

If any of our readers have extra copies which they do not care to keep and will kindly forward same to the office of the Executive Secretary it will enable us to aid the libraries, universities, etc., in completing their files.

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#### **CHANGES IN COURSES AND METHODS OF INSTRUCTION**

The Government Bureau of Education has issued a Bulletin which lists the changes made in the courses and methods of instruction by the State Universities and State Colleges. It will be noted from the data furnished that there is a marked tendency toward industrial and agricultural education.

Alabama Polytechnic Institute—A course in wireless telegraphy is now offered.

University of Arizona—A system of major subjects was established. A department of home economics has been organized.

University of Colorado—The following new graduate degrees have been recently authorized: Master of science in sanitary engineering; master of science in public health, and doctor of public health. The College of Engineering now offers courses in railway civil engineering, railway electrical engineering, and railway mechanical engineering.

Delaware College—An affiliated college for women is to be opened in September, 1914.

Iowa State College of Agriculture and Mechanic Arts—The following new lines of work have been added: Engineering extension and trade school work, veterinary investigations, depart-

ment of structure design, and a department of farm management.

Maryland Agricultural College—A course in agricultural education for teachers has been established; also a course in canning.

Massachusetts Agricultural College—A department of rural engineering has been established.

Mississippi Agricultural and Mechanical College—a correspondence course in agriculture is now offered.

University of Mississippi—Courses in domestic science and domestic art have been added in connection with the department of education, this department having been enlarged and housed in a new building.

Montana State College of Agriculture and Mechanic Arts—New four-year courses in architectural engineering, chemical engineering, and irrigation engineering have been established.

New Hampshire College of Agriculture and Mechanic Arts—Requirements for entrance have been somewhat liberalized so that there is now recognition of certain vocational subjects, such as agriculture, manual training, and commercial subjects, when such work is done by an accredited high school.

University of New Mexico—A department of household economics has been established.

North Dakota Agricultural College—Courses in architecture, architectural engineering, and a draftsmen and builders' course has been established.

Oklahoma Agricultural and Mechanical College—A four-year course in commerce and marketing has been added; also a four-year course in veterinary medicine.

Oklahoma School of Mines—First aid to the injured and rescue work has been made part of the regular work.

Pennsylvania State College—College extension under a special legislative appropriation has been organized in agriculture, engineering, liberal arts, and mining. A short course in milling engineering has been established. Actual farm experience is now required for admission to the short courses in agriculture. A written examination in English composition is now required for entrance to the college. New courses in commerce and finance and industrial education have been established.

University of South Dakota—A department of home economics has been established.

University of Tennessee—A school of commerce has been established with a four-year course leading to the degree of bachelor of science in commerce. Courses preliminary to the

study of medicine are now offered at Knoxville and at Memphis. Work in agricultural extension has been enlarged under the Smith-Lever bill in co-operation with the United States Department of Agriculture and the State Board of Education.

University of Texas—A department of music was inaugurated in January, 1914, for the teaching of history and harmony of music, etc., all courses counting toward the bachelor of arts degree. A department of journalism is announced, courses to begin in September, 1915. A State school of mines (located at Fort Bliss) has been established and for the present is being operated as a branch of the university.

Agricultural and Mechanical College of Texas—A department of agricultural education has been added.

State College of Washington—A two-year industrial arts course for teachers of manual training, agriculture, and horticulture has been adopted.

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### **SOME TRADE SCHOOLS IN EUROPE**

Mr. Frank L. Glynn, Director of Trade Instruction of the Public Schools of New Haven, Conn., has written a bulletin on "Trade Schools in European Countries" and this bulletin has been issued by the Government Bureau of Education. The bulletin covers trade schools in England, France, Germany, Ireland, Scotland and Belgium, with a brief account of apprenticeship systems and a translation of some valuable documents on the different phases of the general subject. Copies of this bulletin may be secured by addressing a request to the United States Bureau of Education at Washington. The bulletin is No. 23 of the 1914 series.

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### **SIX HUNDRED ENTER TRADE SCHOOLS**

About six hundred boys entered the trade schools of Philadelphia during the third week in January. The large number of new students partly is due to the interest of graduates, who had canvassed the elementary schools for a month, arousing interest among the boys there, by their testimony to the excellent teaching body of the school.

This was done entirely on their own responsibility, the trips being made by committees appointed by the scholars.

Commenting on the growth of the trade school, Superintendent of Schools William C. Jacobs said there was no doubt

that better provision must be made by the board of education for housing the work of the trade schools. The board was much impressed with their progress. William C. Ash is principal, both of day and night schools.

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### **NEW INDUSTRIAL SCHOOL IN BOSTON**

The Schoolhouse Commission of Boston has asked for bids for a new building for the Boston Industrial School for Boys, which will be built on Huntington Avenue in the rear of the Wentworth Institute.

The plans call for a building three stories in height of brick and stone, and collegiate Gothic in style. The interior will be of reinforced concrete. Only a part of the building will be erected at this time, the administration building, and one wing for the shops. The other wing will be added later. The cost of the projected part will be \$250,000.

That portion of the new building for which bids have been asked will accommodate 500 pupils. The school has already 180 day pupils and there is a waiting list of 300.

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### **GOVERNOR BRUMBAUGH ON EDUCATION**

Gov. Martin G. Brumbaugh, in his inaugural message to the General Assembly and the people of Pennsylvania, said, regarding education:

"As the number of pupils to be educated increases, the appropriations should increase. More attention must be given to vocational education. We have the largest number of farmers of any State in the Union. Surely agriculture should command greater attention in our schools. I favor the creation of many rural high schools in which both boys and girls may be taught how to earn on the farm and in the home an honest livelihood.

"An education that does not increase the size of the loaf on the family table is scarcely worth the attention of our people. All education, no matter how liberal and cultural, should be so imparted as to make it usable. The facilities for training teachers should be improved, better supervision provided and higher education encouraged. But the emphasis of the State's concern should rest upon the schools of the many—the great common school so dear to our people and so essential to their welfare.

"We need a greatly enlarged permanent school fund. Universal education is the best safeguard of our liberties, and money devoted to right education is the State's best investment."

### **NIGHT SCHOOL PUPILS IN FACTORIES**

#### **More than 200 Occupations Are Represented—One-Half of Girl Students are Textile Workers**

The work of the new vocation bureau in Philadelphia has just received a valuable contribution, which will serve as a basis for vocational work, in an investigation of the occupations of all the pupils enrolled in the public evening schools of that city. This study, made by the Public Education Association, gives a clue to the needs of the next school generation in both day and night school.

As Philadelphia is pre-eminently a manufacturing city, it is not surprising that the majority of these students should be employed in mills and factories. This, however, is true to an even greater extent than the composition of the wage-earning population warrants, for while 45 per cent. of all persons engaged in gainful occupations in Philadelphia are employed in manufacturing pursuits, 63 per cent. of the wage-earners in the evening classes are engaged in this kind of work. Thirty-one per cent. of the pupils are employed in commercial and clerical work, and only 5 per cent. in the various forms of domestic service, although more than 21 per cent. of the wage-earning population belongs to this latter class.

More than 200 different occupations are represented among those enrolled in the night classes. There are workers of almost every rank and every kind of employment, from the newsboy and cash girl to the banker and the trained nurse. Nearly one-half of all the girl students are textile workers. The majority are engaged in the dressmaking and clothing trades, although the weaving of cloth, the making and trimming of hats and the manufacture of hosiery and knit goods are also largely represented. More girls are engaged in sewing, hand or machine, than in any other kind of work.

Second only to the textile industry come the various branches of the metal trades. Chief among these are the workers in iron and steel and their products, in which Philadelphia also excels. About a sixth of all the boys in the evening schools are machinists or metal workers. A good many boys are employed in the building trades, as carpenters or woodworkers, draughtsmen, painters and paperhangers and plumbers, while the various branches of clerical work, including stenography and typewriting, are well represented among both boys and girls. Among the

other workers who are attending the evening schools in smaller numbers are printers and engravers, paper box makers, confectioners, cigarmakers and telephone and telegraph operators.

There is a noticeable difference in the occupations of the pupils in the schools of different rank. While more than one-half of those in the elementary evening schools are engaged on commercial and clerical work, less than a sixth of the pupils in the higher schools are so employed. On the other hand, over 71 per cent. of the elementary school pupils are factory workers, while only 38 per cent. of those in the high schools are engaged in this kind of work. And yet, the Public Education Association remarks, our public school curriculum is so arranged that we wait until our boys and girls enter the high school to give them manual training.

This points to the fact, the study concludes, that if we are to make the schools fit our children for the life which they are to enter after they leave, we must reorganize the work in the elementary schools for the benefit of the greater number, so as to give them in a larger degree the training of eye and hand that leads to skilled and accurate workmanship in the mechanical trades.

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### **THE PROFESSIONAL AND POLITICAL VALUE OF A TRAINED VOICE**

*From the Medical Record*

Lawyers, clergymen, and doctors all fail to secure the influence with the people with whom they come in contact because of inability to express their thoughts in an impressive way. Had the voice been trained the same as the eye and the intellect, had the exterior qualities been trained to express like the voice the best and the clearest facts, they would all have been successes. A noted revivalist who screamed and yelled his thoughts in the most vociferous way, disgusting some and frightening others, wondered why he did not make a more profound impression. The real fault was his gormandizing habits and his discordant bronchial and nasal tones. The melodious voice of Henry Clay always charmed his audience everywhere. Wherever he went people flocked to hear him, while the heavy bass tones of Daniel Webster failed to attract, and actually drove people away. They preferred to read what he had to say, but wanted personally to hear Clay's pleasing voice.

## WHAT YOUR CHILD IS BEST FITTED TO DO

**Vocational Expert and Superintendent of Schools of Gary, Ind., Explains New Educational Features in Public Schools**

BY WILLIAM WIRT

Every child in the public schools of New York City will have a definite idea when he leaves school of just what vocation he is best fitted for if the new ideals now being worked out by the Board of Education are attained.

Under the old system, children are turned out of school at the age of fourteen or fifteen without chart or compass to steer them through the reefs and shoals of industrial life. The result is that the average public school graduate seldom settles upon a permanent vocation until after he has wasted several years at least trying his hand at successive occupations.

It is now believed that a lot of this wasted effort and time may be eliminated by giving the child while at school an opportunity to learn the rudiments of not one, but many of the ordinary trades and occupations. In this way it is possible to locate early in life latent talent or aptitude which might otherwise not be discovered until the boy has wasted several years in other directions.

In the industrial world employers are constantly stumbling across latent mechanical genius in the accounting department and unsuspected clerical ability in the mechanical shops. Figuratively speaking, tall men are found struggling at short men's work, and short men are found blundering at tall men's work—"round pegs trying to fit into square holes."

### Children Enter Wrong Occupations

There are undoubtedly thousands of bookkeepers to-day who would have made their mark as architects, lawyers, or doctors, and there are many men in the professions who are making a bare living who would have achieved untold success in business. As long as the choice of a vocation is left largely to chance or destiny, such cases as these will continue to abound.

Modern educators believe that it is the proper function of the elementary public school to equip boys and girls for their encounter with the industrial world when they graduate. It is not feasible to turn out at fourteen or fifteen years of age finished plumbers, carpenters or painters, but it is quite feasible to teach a schoolboy so much of plumbing, carpentering and

painting that when he leaves school he will know that none of them offers a congenial or suitable vocation for him. In other words, even if the new public school idea falls short of pointing out the exact vocation for which a particular boy is fitted, it will have accomplished much if it has demonstrated to him a number of vocations for which he is not fitted.

Some time ago I was requested by President Churchill, of the Board of Education, New York City, to submit a report concerning the feasibility of securing prevocational training for all of the children in the public schools of New York City by means of a wider use of present school facilities.

### **Educational Equipment Inadequate**

For a long time the doctrine has been preached that the school should train the heart and the hand as well as the head, that the school should develop social and industrial efficiency as well as scholarship, that the school should teach the art of right living as well as arithmetic, reading and writing. But when the public has at last been converted and demands that the whole child be sent to school and that the needs of all the children be met, the school is overwhelmed with its responsibility. Also the traditional school organization and equipment are found to be inadequate.

Until the public accepted the new ideals the school could not command the resources necessary to develop an organization for the new work. The development of an organization requires time. The new ideals of the school cannot be completely realized by a rule of a board of education authorizing it to be done. Neither can the methods used successfully in one city be transplanted by faith into another. Each city must develop within itself a school organization capable of meeting successfully its own responsibilities, just as an organization must be created for the successful conduct of any business.

### **Unfair Criticism of Past Methods**

It is manifestly unfair to condemn the schools for not having done in the past what they were not expected to do, and would not have been permitted to do. You might as well censure the schools for not building your great aqueduct as to censure them for not giving your children a vocational training.

The schools have been expected to teach reading, writing and arithmetic out of books and with children strapped in strait-

jackets to fixed seats. If a teacher attempted to use clay modeling for developing concretely a knowledge of geographic land forms, she was accused of wasting valuable school time making mud pies, or of introducing fads into the school.

The public believed that the school hours should be used exclusively for formal textbook teaching. The making of mud pies was approved for the child's play at home, but valuable school time should not be so wasted. In both of these contentions the public was right. But the public was wrong in assuming that the children could be educated sitting in school seats five hours a day working with books for 190 days, regardless of what they might be doing the other nineteen hours of the school days and the other 175 days of the year.

### **Instruction that is Necessary for Success**

Success in a vocation requires a good working knowledge of English, mathematics and science. A knowledge of civics, literature and history is one of the factors determining the conditions under which we pursue our vocations.

Prevocational training must cover the entire elementary and high school course. Play for young children is just as vital a factor in prevocational training as work is for older children. In the normal development of the child that type of prevocational training is best which naturally and gradually transforms the play impulse into a work impulse.

The children cannot play unless they have a place to play and things with which to play. By using a part of the customary annual classroom budget for play grounds, gymnasiums and swimming pools, New York can easily give every child the opportunity to play, providing they do not all play at the same time. New York can easily provide a place for children to work in the school by taking one-fourth of the present classrooms and their equipment for workshops and equipment. For play we need only play space, play equipment and a director. For work we need in addition to workrooms and shop equipment a master workman and real work to do.

### **The Greatest Problem is Suitable Work and Play**

The greatest problem in the successful rearing of children in cities is to find economically enough suitable self-activity in wholesale play and work. By placing the public supervised playground adjacent to the school where the children can use it

every day in the year and all the time during the day a sufficient quantity of wholesome play activities can be provided often by securing a maximum use of our present play facilities.

The school, like the old-time industrial home and community, has a great amount of real work that is now being done, and must always be done, in connection with the equipment and maintenance of its buildings, grounds, laboratories and shops. There is a great variety of this maintenance and equipment work, and types can be selected suitable to every stage of child development.

Just as the child formerly participated in the real industrial activities of the home, why not let the child participate in the real industrial activities of his school? The school heating plants, the repair and equipment shops, the lunchrooms, the store-rooms, the school offices, can all become laboratories for the industrial and commercial education of the children.

In Gary, Ind., these business departments of the schools have been industrial education laboratories during the past seven years, and it has been conclusively demonstrated that the usual current school maintenance and equipment budgets of the average city will provide ample facilities for the industrial and commercial education of the children. The facilities provided are not only varied and adapted to the child's needs, but they are real, the work must be done, the children receive direct benefits, for they are working for themselves, they are participating in a real industrial business in an environment similar to that of the old-time industrial home and community.

The school carpenter, painter, plumber, electrician, cabinet-maker, sheet metal worker, machinist, blacksmith, foundryman, patternmaker, printer, engineer, potter, nurse, dentist, physician, landscape gardener, architect and draftsman, accountant, milliners, etc., all take the places of the fathers and older brothers in the old-time small shops and of the mothers and older sisters in the old-time homes.

#### **Allow Children to Assume Responsibility**

When you have provided a plant where the children may live a complete life eight hours a day in work, study and play, it is a simple matter to permit the children in the workshops under the direction and with the help of well-trained men and women to assume the responsibility for the equipment and maintenance of the school plant. An industrial and commercial school for every child is thus provided without extra cost to the taxpayers.

In the course of the year several thousand dollars are spent in every school for plumbing, painting, carpentering and electrical work. If, instead of having this work done in the customary way, one or more plumbers, painters, carpenters and electricians were engaged by the year to do the work and at the same time to impart the rudiments of their respective vocations to the school children, the city would not only get its work done at the same cost, but the school children would in the course of the year get a very fair idea of the scope and character of several very important vocations.

I have recently looked into the matter in connection with a group of eight Brooklyn schools, and I find that the appropriations for next year for the work of this character would easily pay the salaries of a number of plumbers, carpenters, painters, electricians, etc., who in the course of the year could not only do all the work that is necessary to be done, but could also incidentally handle all the boys of suitable age in the eight schools who showed any desire to become acquainted with them.

#### **Gaining Knowledge of Different Vocations**

Two hours a day for a month or two in each of the branches would be sufficient to give each boy a very fair idea of several vocations by the end of the year. Experience has shown that a mechanic can profitably handle about six boys at a time, at which rate twenty-four boys could be taken care of by each mechanic every eight-hour day.

No objection upon the part of the labor unions need be feared as long as the work done by mechanics and schoolboys together is no greater than the equivalent of the mechanic's salary. In other words, as long as the co-operation of the schoolboys with the mechanic does not in any way result in depriving union workmen of work, the labor unions make no complaint.

The plan of prevocational training, which I believe is best adapted to New York's necessities, contemplates an eight-hour day for every child. The school day would be divided into nine periods, three of sixty minutes and six of fifty minutes. There would be four fifty-minute periods and one sixty-minute period for regular work, one fifty-minute period for auditorium work, one fifty-minute period for play under the supervision of a trained play leader, one sixty-minute period for luncheon and one play period of sixty minutes after school.

By alternating the regular work periods with the play and

auditorium periods, what might otherwise seem to be a long day for a school child really passes very rapidly. In Gary, indeed, where an eight-hour day has always prevailed, the schools are open six days a week every week in the year. There is no regular vacation. The Gary school children do not dread school. They are the happiest and most enthusiastic school children in the world.

### **Each Child Must Educate Himself**

A successful study, work and play school provides the best environment for learning and teaching, and develops in the child the right attitude of mind toward the school. The child is thus developed and kept in the best condition to learn and be taught. It has been demonstrated that such a school conserves the energy and time of the teacher. When the children want to know what the school has to teach, the teacher's work is comparatively light. In fact, no teacher can by any expenditure of energy educate the child. Each child must educate himself. All that the teacher can do is to provide the most favorable environment and stimuli for the child to educate himself.

Of course, it has taken a number of years to bring the Gary school system to its present state of efficiency. Many mistakes were made at first. Other cities which may feel inclined to follow in our footsteps may profit by our mistakes, but it is hardly to be expected that any city can reorganize its present system in such a way that it may instantaneously achieve the results we have accomplished by dint of seventeen years' hard work.

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### **GET THE PUPILS ABSORBED**

New Britain's "provocational school" appears to be providing a need in that city in a way which should attract attention from other communities that are seeking practical ways for teaching hands as well as minds in the public school system. As a result of a recent inspection by the members of the school board of that city emphasis is placed not so much upon the fact that the pupils are taught in carpentry, printing, electricity and other trades and, while clad in black caps and jumpers, turn out some remarkably perfect work, but instead upon the fact that the pupils are absorbingly interested in what they are doing, not only vying with one another in wholesome rivalry, but taking pride that their product shall be a finished one, of actual trade value.

When boys and girls have once achieved that interest, a chief obstacle in their educational pathway has been removed.—*Hartford Times*.

## **EDUCATING THE NEGRO RACE**

### **Some of the Things Taught in New Jersey and Some of the Things Booker Washington Has Recommended**

Commissioner of Education Kendall invited Booker T. Washington to visit the manual training and industrial school at Bordentown, N. J., and address meetings of negroes in different parts of the State. The object was to get the views of the Afro-American leader on what should be done to enable the school to do the work for which it was founded and to arouse the interest of the men and women of his race.

That something should be done is evident from the last report just made to Commissioner Kendall by Principal Gregory, the head of the school. Last June eight pupils were graduated from the institution, and the total enrollment for the year was 97—girls 47 and boys 50. Six of the graduates were girls. The State appropriated for the maintenance of the school \$21,000.

Since the pupils are required to pay their board, an analysis of the figures shows that the State paid about \$216.50 for the education of each pupil during the year. Based on the number graduated, the cost to the State was \$2,625 for each. The institution spent also about \$5,200 that was collected from the sale of farm products, for board and for other services. These figures are enough to show that the manual training and industrial school for negro youth is not a success from a financial standpoint nor has it been during the twenty years of its existence.

### **Advice by Washington**

Booker T. Washington advised Commissioner Kendall to endeavor to teach trades to the negro girls and boys who attend the school, and especially to instruct the boys in farming, fruit and vegetable growing, dairying, poultry raising and the care of stock. For the girls, dressmaking, cooking, millinery, laundering and general housework were recommended. This advice was similar to that given to Dr. Roundtree on the occasion of a similar visit by Dr. Washington to New Jersey about six years ago.

It is not many years ago that the annual reports showed that among the subjects taught in the manual training and industrial institution were psychology, oratory, Greek, Latin and astronomy; and it occurred to nobody on the State Board of Education that such branches were inappropriate until the newspapers began to criticise the management.

There are in New Jersey between 75,000 and 80,000 negroes, certainly enough to fill a properly managed training school. The Legislature has been exceedingly liberal in making appropriations for new buildings; too liberal, in fact, for a few years ago it gave money for an infirmary and hospital at a time when there was not a cow, horse, pig or chicken on the farm, not an acre under cultivation, excepting a small garden; and that after the school had been in existence for twelve or fifteen years. The infirmary has since been put to other uses.

#### **School System to be Reorganized**

Just at present New Jersey is giving special attention to the subject of manual training and industrial education. One of the assistant commissioners devotes his entire time to it, and another is interested in organizing the "six six" plan in the high schools, under which pupils who have completed the sixth year or grade will be encouraged to take instruction in free-hand drawing, carpentry, printing, modeling, lathe and hand tool work, sewing, cooking, preserving and housekeeping; just as now at the beginning of the high school (ninth year) course some take bookkeeping, stenography and typewriting, while the others continue in the classical course.

There are indications that the public school system will soon be entirely reorganized above the sixth year and more practical courses supersede some of those that are of so little use to the average man. Somebody has been figuring that the aim of the high school has been to prepare girls and boys to enter college, whereas it has been found that not 10 per cent. of the high school graduates go to college, and that not 10 per cent. of the pupils who enter the high schools graduate.

Instead of planning for less than 5 per cent. of the children, the purpose now is to look after the more than 95 per cent.

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#### **HOW UNFAIR**

"How did your daughter pass her examination for a position as teacher?" asked one.

"Pass!" was the answer. "She didn't pass at all. Maybe

you wouldn't believe it, but they asked that girl about things that happened long before she was born."—*Lippincott's*.

### **TECHNICAL TRAINING DOUBLES WAGES**

#### **Dr. Ira S. Wile, of the New York Board of Education, Discusses Education as a Means of Developing National Efficiency**

"The need for the widespread adoption of vocational training," said Dr. Ira S. Wile, of the New York City Board of Education, in a recent interview, "can be stated in a very few words. According to recent figures, there are in the United States about 13,000,000 persons, male and female, engaged in agriculture. Of this vast army of laborers not one in a hundred has had any adequate, or even systematic, training for farming.

"There are some 14,000,000 persons employed in manufacturing and mechanical pursuits. Of this number not one in a hundred has been or is being properly instructed in his calling.

"This means, in a word, that we are a nation of untrained workers. Let me emphasize that point by saying that in the single German city of Munich there are more workers being trained at public expense than there are in all the larger cities of the United States taken together and showing an aggregate population of more than 12,000,000. Broadly speaking, it may be said that in Germany practically every citizen may receive vocational training for his life work in schools and classes supported out of public funds.

"Professor Carver of Harvard University has pointed out that in connection with the present conservation movement it is of the utmost importance to realize that our most valuable resource is our people; that we are wasting people more than we are wasting anything else, and that one of the most serious sources of this waste is to be found in the employment of millions of persons who are untrained to their employment.

#### **Wages of Trained and Untrained Workers**

"Fortunately, reliable figures are available to show the difference in wage-earning capacity between boys and girls who have gone through a course of vocational training and those who have not. The records of 839 graduates of the Baron de Hirsch Trade School located in New York City show that their wage-earning capacity was increased 23 per cent. as the imme-

diate consequence of a five and one-half months' trade-school day course of vocational training.

"More striking still is the record presented in the fourth annual report of the industrial school of the city of Beverly, Mass., for the year 1912. The boys in this school are between fourteen and twenty years of age. They receive during the year twenty-five weeks of instruction in the school and twenty-five weeks in the shops of the United Shoe Machinery Company. Let me read you what the report says. The average wage-earning power of the boys who come to the school is \$6 per week. The wages earned by the first class of students to be graduated to full time in the factory averaged \$15.65 per week. In 120 weeks of shop work under school direction the boys increased their average earning power in competition with other workmen and under actual factory conditions by more than 250 per cent.

"Now there is something tangible. Disregarding the merely educational aspects, the public must appreciate the economic argument. If boys can more than double their efficiency by such a short period of training, what must be the loss to the country at large when the vast majority of its workers are practically untrained?

### **Our Present Apprenticeship System**

"It may be asked why there is any need for vocational training in our schools when all the principal trades have an apprenticeship system in force. The reply to this is that the apprenticeship system as it is conducted in the United States is open to two grave objections. On the one hand, in so far as the influence of the trades unions has been effective, there has been a strong tendency to limit very strictly the number of youths allowed to learn any trade. On the other hand, many employers have made it a point, in the sole interest of a large output, to keep the apprentice at one operation or at one machine, so that when he has finished his term he is little better qualified as an all-around skilled worker than he was when he began.

"The effect of these two conditions has been so serious that big employers have begun to realize that they must give up the policy of extreme specialization if they are to obtain a sufficient supply of competent foremen to direct and of skilled workmen to execute.

"The most convincing proof of the unsatisfactory state of

public technical education in this country is that a number of the largest railways and industrial corporations have established schools for the training of their employees. Among the bodies which have adopted this course may be named the New York Central Railroad, the Pennsylvania, the Santa Fé and the Union Pacific, and in the manufacturing field the General Electric Company, the Fore River Shipbuilding Company, the Westinghouse Air Brake Company."

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## THE SCHOOL SYSTEM OF UTAH

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### This Young Western State Considers Education of First Importance to its Citizens

BY A. C. MATHESON

The work of the schools continues to be a thing of first importance to the people of Utah.

The educational enterprise of our citizens is not confined to any particular locality. It is very much in evidence in the larger centers, but it is also to be found in the remotest parts of the State. In Salt Lake, for example, two unusually beautiful and commodious school buildings have been opened of late—the Administration building of the University of Utah, which cost \$300,000, and the Salt Lake City East Side high school, erected at a cost of \$600,000. Competent authorities tell us that not more than a generation ago an educational structure such as the Salt Lake high school building could not be found among all the educational institutions of our country.

Last month the Jordan district, in the south part of the Salt Lake Valley, opened a \$170,000 high school building. It is undoubtedly second to no rural high school building in all the western States. Price has a \$100,000 building and Roosevelt has a \$50,000 high school building now in course of construction. Between the little towns of Oasis and Deseret in Millard County, a \$32,000 elementary school building, known as the A. C. Nelson school house, has just opened its doors. In the building are eight class rooms, a large auditorium, a large gymnasium, a swimming pool, and practically every modern convenience known to school house architecture. Everywhere these magnificent buildings attest a living faith on the part of our people in the efficacy of the public school.

### **The Larger and More Practical Education**

Our schools are undertaking to give a larger and more practical service than ever before. Some of the high schools are offering winter courses of instruction for mature persons unable to take regular courses throughout the year. Community problems of a civic and industrial nature are worked out. During the year the manual training department of one small high school saved \$2,000 to the district in woodwork on its new school building. The same department made furniture valued at \$2,000. The work in agriculture, horticulture, manual training, domestic art and science, in many cases, has been carried to the farm, the garden, the workshop, and the home, for, at best, it is found that the school is too artificial to give thorough and complete courses in these branches. In return the school is giving instruction to mothers' classes in household economics and to fathers in some of the problems of the farm. This year the Jordan district is sending, on Friday afternoons and Saturdays, high school instructors to the various towns within the district to discuss community problems. The high school is also conducting a farmers' and housekeepers' institute in a number of communities. Finally, aided by the superintendent, supervisors, and a number of the university and agricultural college instructors, that school will hold one week's institute for the patrons of the entire district. This co-operative work is already showing beneficial results.

### **Night Schools**

Two months ago this office urged the superintendents to open night schools wherever conditions were favorable for so doing. It is probable that a number of them will be open in addition to those of Salt Lake City and Weber County which were in successful operation last year. According to newspaper reports, when the Lewis school of Ogden opened two or three weeks ago to give evening courses more than 500 citizens presented themselves for work.

There is every indication that the school is extending its scope of usefulness and that, outside of the home, it is to continue to be the chief agency for the development of true manhood and efficient citizenship.

### **NEWARK, N. J., CLAIMS BEST SCHOOL SYSTEM**

That the superintendents, principals and teachers have made the local school system the best in the world is an assertion made by Charles P. Taylor, president of the Board of Education of Newark, N. J.

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### **DEVELOPING VOCATIONAL EDUCATION IN INDIANA**

#### **Progress is Marked in Vocational Education, According to First Report Made Under New Law**

That marked progress has been made with vocational education under the new Indiana vocational education law is shown by the first annual report on vocational work, prepared for the Legislature and State Board of Education by W. F. Book, Deputy State Superintendent, in charge of vocational education.

Vocational education, as provided for by the Indiana law, and as it is being developed by the State Board of Education, aims to give to the young people of the State a kind of instruction and training which will fit them specifically for productive work in the shop, in the home or on the farm. For this work new departments and schools have been provided, which aim to give as definite and efficient vocational training for those who desire to fit themselves for profitable work in the skilled trades and industries, for productive work on the farm, for the business of homemaking, as the State already is providing for the few young men and women in the State who desire to fit themselves for the practice of medicine or the professions of teaching, engineering and law. The sole purpose of the vocational departments and schools now being established is to provide vocational training for the more than 90 per cent. of the young people who are at present not being specially trained for profitable and productive work in any line.

#### **Enlargement of System**

The report very clearly points out that these special departments and schools come as an extension or enlargement of the present system of public schools, not as a substitute for or a modification of any part of their present work. The extreme difficulty in providing vocational training which will be pronounced genuine and real by skilled workers in the several occupations and trades provided for by the law, without inter-

fering with the present function and work of the public schools, is also emphasized in the report.

Three types of vocational schools have been established: the all-day, the evening and part-time vocational schools. Ft. Wayne, South Bend and Indianapolis have established, in co-operation with the State department, full-time day vocational schools. In these schools the entire time is devoted to instruction designed to fit specifically and on a high plane for certain occupations taught in the school.

Anderson, Brookville, Brazil, Evansville, Greencastle, Hammond, Indianapolis, Muncie, Richmond and South Bend have organized and are successfully conducting evening vocational schools for various trades and for home-making. These schools are designed to help workers over seventeen years of age to become more proficient in the skilled occupations in which they are engaged. The following special courses for trade workers have been organized in these centers since September 1, 1914, when the law went into effect: Vocational classes for machine shop workers, electrical workers, patternmakers, carpenters, printers, foundry workers, cement workers, drawing for various special trades, and trade extension courses for home workers (servants). In the evening schools for home-making the following lines of work have been emphasized: Home sewing and dress-making, making children's clothes, home cooking, home millinery, home nursing, home laundry work, and care and management of the home.

#### **Trade and Home Workers**

A few communities have begun vocational work for trade and home workers on the part-time plan, where workers between the ages of seventeen and twenty-five come to school for two or three afternoons a week to get instruction designed to make them more efficient in their chosen occupation.

More than 3,500 students were enrolled in vocational departments and schools on December 1st. A creditable showing, when it is recalled that Massachusetts, after experimenting with vocational education for six years, had enrolled only 7,164 students in her vocational schools.

New departments and schools are being organized as fast as the necessary preliminary investigation can be made and the work properly planned. It has been the policy to try out various types of schools and to organize vocational work in various types of communities. Vocational work has been organized in vil-

lages of a few hundred inhabitants, as well as in the large industrial centers. The manner of organizing and conducting these State-aided vocational schools, the kind of instruction to be given, the course of study and qualification of teachers, the need of co-operation between the State, employers and employees and the help given by the State educational institutions are fully discussed in the report.

All the schools mentioned above are for industrial and home workers, according to the report, and no vocational schools for agriculture have as yet been organized.

### **Leading Occupations**

A careful study of the leading occupations and industries of the State has been made and the bearing of these facts on the problem of providing vocational training for Indiana workers fully discussed in the report. The more important occupations and industries of the State, arranged in order of their importance, are as follows:

(1) General agriculture, engaging 33.2 per cent. of all the workers in the State. (2) The building, woodworking and metal trades, employing 29.9 per cent. of all the wage workers of the State. (3) Commercial pursuits, including salesmen, clerks, commercial travelers and retail dealers, embracing 9.6 per cent. of the State wage workers. (4) Railroad and street car service, 7.3 per cent. (5) Professional service, embracing in order of their importance, teachers, physicians, musicians, clergymen, lawyers, dentists, editors and veterinary surgeons, taking 4.7 per cent. of the total workers in the State. (6) Clerical and stenographic work, including bill and shipping clerks, bookkeepers and stenographers, embracing 3.7 per cent. of all the workers in the State. (7) Mining and the extraction of minerals, engaging 2.3 per cent. of the wage earners of the State. These follow in order of importance: (8) Engineers and draftsmen. (9) Bankers. (10) Professional cooks, chefs and waiters. (11) Telegraphers. (12) Printers. (13) Painters and decorators. (14) Laundry workers, etc.

### **Pursuits of Women**

The wage-earning pursuits followed by Indiana women in order of their importance are: (1) Personal and domestic service, including housekeepers, home workers, cooks, chambermaids and waiters. (2) Shop and trade workers. (3) Professional, including teachers, physicians, musicians, lawyers,

trained nurses and bookkeepers. (4) Commercial pursuits, including saleswomen and retail dealers. (5) Agricultural workers, general and special. (6) Telephone and telegraph operators.

"This gives us," says the report, "one of our most important problems. We must prepare our young people for the kinds of work which Indiana wants or must have done, keeping in mind the probable development of these industries and the new occupations that will or should be developed in the future. The only occupations in which we are at present providing vocational instructions in Indiana—law, medicine, teaching, engineering and the various clerical and commercial pursuits—are those in which the fewest number of workers are engaged.

"Another very important fact to bear in mind in considering the industries of the State for the purpose of vocational education is the value of the product produced by the workers in different fields of work. When measured by the number of workers engaged, agriculture comes first. When measured by the value of the product produced, the manufacturing and mechanical pursuits clearly lead. The value of our manufactured products in 1909 was \$579,075,000. Our agricultural products, \$339,849,000, only about half as much. It is also true that the value of our manufactured products is increasing more rapidly than the value of our agricultural products. The per cent. of increase in value of our agricultural products in the decade 1899-1909 was 66.2 per cent.; for our manufactured products, 71.8 per cent. Moreover, the number of manufacturing establishments during this same time increased 15.2 per cent., while the acreage used for agricultural purposes for the same period decreased 1.5 per cent."

#### **Home Training Needed**

The study of the occupations pursued by women shows that the vocational training most needed by Indiana girls and women, taking the State as a whole, is training for the business of home-making. In 1909 from 13 to 27 per cent. of the women and girls in Indiana, fourteen to forty-four years of age, were engaged in some wage-earning pursuit. Thirty-two to 37 per cent. of these wage-earning women were engaged in some form of personal or domestic service. Most of the wage-earning women in Indiana are from fourteen to twenty years of age. At twenty-one there is a marked falling off in the number of women engaged in wage-earning pursuits. In 1909 only 17 per cent. of the women in Indiana, twenty-one to forty-four years of age,

were engaged in a wage-earning pursuit; in the group forty-five years of age and over only 14 per cent. It therefore seems sage to assume that, taking the State as a whole, 83 to 86 per cent. of the women in Indiana twenty-one years of age and over are either directly or indirectly engaged in the occupation of home-making. For the larger industrial centers this problem is very different. In Indianapolis, for example, about half the women from sixteen to twenty years of age are engaged in wage-earning pursuits.

"Another fundamental problem to consider," says the report, "is the particular needs of the various groups of individuals in the State to be helped. We have: (1) those who cannot finish a high school, or perhaps even a common school course, before they must go to work or begin to plan and train for their life work; (2) those who can continue in school until they finish the high school course; (3) young people already at work, but who have little or no special preparation for their life occupation. Some of these are in skilled occupations and need to be helped to make themselves more proficient in their chosen occupation. Others are engaged in 'dead end,' or juvenile pursuits, and need to be helped to find a more skilful and remunerative occupation."

#### **Training of Teachers**

In this connection the problems presented by the general continuation and the trade continuation schools are discussed; also vocational departments for the high school and the need in Indiana for higher trade or craftsmanship schools. An important part of the report is devoted to a discussion of the training of teachers for vocational schools, the need of industrial surveys, and practical plans for sane educational and vocational guidance.

The latter part of the report is devoted to a description of the practical arts work done in the regular schools during the last year and a half. The law requires that instruction in elementary agriculture, elementary domestic science and industrial arts be offered as a part of the regular course of instruction in all the schools of the State.

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The Dress and Waist Manufacturers' Association of New York has under consideration the establishment of a school for industrial training to prepare workers for, and to assist them to advance in the industry.

## **AN INDUSTRIAL CITY EXTENDS EDUCATIONAL FACILITIES**

*Paterson, N. J., Guardian*

It was an enthusiastic body of citizens that returned from a visit to the vocational school, New York City, last night. In the party were Superintendent of Schools John R. Wilson, School Commissioners George S. O'Neill and Leonard Stolk; craftsmen, Joseph Ackerman, John Peters, David Petrie, Frank Vreeland, Horace Beaumont and Frank P. McBride.

A complete tour of the school was made and the work of over a thousand students was viewed. The classes for painting, plumbing and carpentry excited considerable interest, but it was when the visitors entered the auto shop that the surprise of the night came. In this department recently thirty-five discarded autos were reassembled and made to appear like new, all due to the work of the students in this room.

The manual training school here has been the means of much good being accomplished, but the committee that went to New York last night believe that it is hampered and wish for an extension of the work. This is not possible in the present quarters, and with the beginning of the new year application will be made to the finance board for a sufficient appropriation to buy a structure or to erect one that will permit of an extension of the work.

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## **FITTING THE JOB TO THE MAN**

*Goodyear Wingfoot Clan*

Certain employers have found out that it is well worth while to study the individual capabilities of the men in their employ; and in not a few cases have discovered that the man whom they would have summarily "fired," in the old days, as an utter failure, has, by the simple process of transfer to other work, blossomed out into a most valuable employee.

Discussing this new idea in "Jobology," a prominent technical journal says:

"One industrial concern believed it worth while to investigate this theory and asked every man who left its shops or who was recommended for dismissal to say why he was resigning or why he was not doing better work, and whether or not there was other work in the shop that he would like to do and felt

that he could do well. A majority of the replies indicated that dissatisfaction or unsatisfactory service was due to a misplacement of men rather than to shiftlessness or actual inefficiency."

Such a result is significant. And the fact that employers are taking time to study out and attempt to solve the many vexatious problems touching the employment of men is more significant still of the new spirit stirring in American industry.

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### TEXTILE SCHOOL IN PATERSON, N. J.

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**Representatives of State Board of Education Express the Opinion That Such an Institution Would Mean Much for the Future of Industry in That City**

*(Paterson Call)*

Believing there is a great possibility for the establishment of a textile school in this city, Assistant Commissioner of Industrial Education Lewis H. Carris and Mrs. J. P. O'Leary, a representative of the state board of education said, after their visit to the recent industrial exposition:

"The thing that impresses me most," said Commissioner Carris in conversation with a newspaper man, "is the manner in which the manufacture of silk is shown. It makes it very easy to comprehend and secure an intelligent resume of the information concerning the manufacture of the fabric. This information could not be so readily gotten in a mill. This exposition is truly a wonderful educational opportunity and should be visited by all. The style show, exhibiting the finished product in gowns, is most unique and impressive.

"What are the possibilities of instituting a textile school for silk workers here?" Commission Carris was asked. "There certainly should be a textile school when the importance of the silk industry is considered. When you come to consider the operatives who secure an average of \$16 per week, others working for \$25 per week, it is well worth training young men and women to become a part of the industry. I believe that the chamber of commerce ought to have a survey made of the industries here and their possibilities. Then with these facts at hand the state educational department would be in a position to go along with plans in a comprehensive manner."

Mrs. O'Leary, who is one of the valuable officials of the state department of education, brought out a new thought.

"Now is the time to boost the 'Made in America' movement, on account of the conditions in Europe. It will be without question a matter of years before Germany, France and other countries can again proceed with their industries. Abroad they have been training their employes and here in the United States we are just awaking to the fact that in order to be successful in commerce the employes, who form the most important part of any industry, must be trained. If we are to compete with the great countries of the world we must train our employes to be skilful. I have great faith in the possibilities of Paterson and it seems to me the silk industry is about to have a great chance."

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### **DEFINITE TRAINING FOR A CAREER**

*(Philadelphia Ledger)*

More and more the scheme of modern education takes thought of practical values as well as of general culture or mere accomplishment. It is not the amount but the precedent of the State appropriation of \$5,000 for vocational training that is significant. This sum is to extend and improve the work begun in the public schools of Philadelphia, recognizing the value of the training received in the day and evening trades schools, and the wisdom of developing in the common schools similar courses for those whose period of formal schooling must be short, that early in life they may take their place in the ranks of the wage-earners.

A publisher whose strictures appear to be inspired by some personal grievance has sharply criticised the typical saleswoman as tyrannical. A favorite target for the satire of the cartoonist is the girl behind the counter in her alleged imperial indifference to the wants of the customer before her. The indictment is not fair. In view of the constant provocation, the percentage of efficiency and courtesy among those who attend to the wants of the public is extraordinarily high. That it may become still higher, that slovenly unconcern or positive insolence may become the rarest exception, such courses as that in salesmanship at the William Penn High School for Girls have been established.

Experience has shown that vocational training need not exclude courses in "the humanities," called by whatever name, that have no directly lucrative end in view. The proper training of a child cannot be subordinated to the thought of financial profit, nor is education to make its conquests in the sign of the almighty dollar. But there is no good reason why the training of the hand should not proceed side by side with linguistic exercises and

the kind of study that largely consists in looking up the meaning of a word in the back part of a book, as though the value of the learner's effort were directly proportional to the number of pages turned. The constant endeavor today is to relate scholastic training to actual vital problems and to current needs, and an appropriate place for such education is the ordinary secondary school as well as the technical institute having the single specific aim.

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### **HOTELS HAVE EDUCATIONAL SYSTEM FOR EMPLOYEES**

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#### **Physical and Mental Training of Men and Women to Promote Efficiency and Economy Is Idea**

Not to be outdone by any of the great industrial institutions that have adopted programmes of efficiency and economy, New York hotels have taken up the work in the same spirit and with a determination to make a success of it. But unlike some of the industrial establishments the hotels have gone outside the purposes of mere technical or vocational training and have leavened their propaganda with social elements and features designed to bring pleasure and health to the men and women in their employ. All work and no play, they say, makes for dullness and other shortcomings, and this is what the hotel managements are striving to avoid through the interjection of a creed of altruism, the aim of which is to lighten the burden of daily labor for their employees.

Up at the McAlpin Hotel, Thirty-fourth Street and Broadway, the management has perfected a remarkable and practical movement to ease and improve the working conditions of its small army of employees. The management objects to the term "welfare" movement in connection with it. The word "welfare" is held, it says, to have too much of a philanthropic ring to it. The management insists that there is no philanthropy nor charity in it. The one intimation that the management will not stand for is that the organization of the hotel employees for educational and vocational purposes is anything but a straight business proposition.

#### **English Classes for Maids**

In several ways the physical welfare and mental stimulus of the women employees of the McAlpin are systematically attended to. There are classes for the maids, the teaching of conversational English and the proper use of the speaking voice for the

clerical and departmental staffs, and gymnastic instruction for the bellboys and waiters. In addition there are entertainments of a musical and literary character organized at intervals and a course in French taught to those whose ambitions run that way.

The classes for the maids, many of whom when first employed have only an imperfect knowledge of English, are in charge of city teachers from the public schools. The Board of Estimate has made an appropriation for this special purpose. The classes are held three evenings a week, from 7 to 9, the curriculum including the rudiments of the English language and elementary studies in subjects of special interest to the girls. One evening a week is devoted to recreation, in which music and games play a prominent part. There is also a course of vocational training which every girl employee of the maid class is required to take.

#### **Physical Cleanliness a Feature**

The physical welfare of the employees of the McAlpin is a first consideration under the scheme of efficiency and economy that has been brought to success. Every bellboy, waiter, chef, porter and other attaché of the hotel is required to undergo a physical examination before he is employed. Compulsory mani-curing of chefs and waiters is a daily requirement.

#### **"A Business Investment," Says Director**

Managing Director Boomer is an enthusiast in behalf of the propaganda.

"We don't consider this innovation in hotel management," said Mr. Boomer recently, "in any other light but that of an investment. It is not in any sense or degree a charity project. Indeed, I hardly think the word welfare should be properly applied to it. It is a plain business proposition, organized for business reasons to secure the best efficiency in service for the people who make the McAlpin their home permanently or temporarily. We are more than satisfied with the results so far, and look for more as the scheme develops. We want the employees of this hotel to consider themselves as one big family who can remain with us as long as they are efficient and reliable."

The Waldorf-Astoria has a vocational school in West Thirtieth Street for its waiters and bellboys. The sun parlor on the roof of the hotel is also thrown open to them for athletic exercises. They use it frequently for throwing the medicine ball and healthful gymnastics.

## COMBINES VOCATIONAL AND ACADEMIC WORK

(*Washington Star*)

That one of the greatest problems of vocational education, now being carried on experimentally in the public school system of Washington, has been solved in the District's schools is the belief expressed by officials here today. Further than this, approval of the solution has been given by officials of the school system of other cities.

Briefly stated, the problem and its solution are about as follows: It is desirous in vocational training, which fits children for a certain trade or occupation, to begin early. One of the difficulties met has been that a child in the younger years of his school life—say in the fifth or sixth grade—cannot tell just how far he may be able to pursue his education, whether only through the grade schools or through the high schools or through college.

Now, if a child takes up vocational training under the plan in operation in many cities, he devotes so much time to manual labor and so little to academic work that should he desire to enter a higher institution he would not be qualified to do so.

Washington's plan, as being worked out in the Smallwood School at present, so arranges the child's work that he may re-enter the "regular" school classes at any time, being fully fitted to do the academic work.

### Combines Studies

This is accomplished by giving the children sufficient academic training in conjunction with the trade work to keep them abreast of their comrades who may be attending the regular school classes. Nearly all of the work now being done at the Smallwood School is pre-vocational. Some actual work is being done there by pupils who were formerly at the Wisconsin Avenue School, the work of that school, as well as its head, F. A. Woodward, having recently been transferred to the southwest school.

Pupils of only the fifth, sixth, seventh and eighth grades have been kept at the Smallwood. They are about 200 in number. Carpentry and cabinet making are being studied by the boys, and the girls are learning domestic science, domestic art and household economics. Electrical work may be started in the near future.

Studies in academic work are being continued in such a manner, however, that at the end of the school year the pupils who are promoted may enter the grade above them in the "regular" schools if they so desire.

Ernest L. Thurston, Superintendent of Schools, says, if the youngsters show an inclination to follow up their work the teaching of the trades will be done in the eighth and ninth grades of the school, the three lower grades being devoted to pre-vocational work.

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### **WOULD CHANGE HIGH SCHOOL COURSES**

#### **One-Year Vocational Course Advocated by D. H. Holbrook, Vocational Director of Minneapolis, Says Schools Have Been Too Much Shackled by Tradition**

D. H. Holbrook, Vocational Guidance Director of the public schools of Minneapolis, believes it is time to take down the bars and open the doors of the public schools so that they may give the widest possible educational service in the community. He not only thinks the time is ripe for it, but he intends to take action to bring it about in Minneapolis.

"What have the high schools now to offer a boy who wants only a year's more schooling after finishing the eighth grade?" Mr. Holbrook questioned, and himself replied to the question. "They offer a year of work that is practically valueless because it is arranged as a part of a four-year course. If I had only five minutes to stop for lunch at a depot, would I eat as far as I could into a four-course meal? No, I would take the essentials of a meal suited to my needs and the time I had to spend eating."

Mr. Holbrook proposes that the eighth grade graduate who wants to be a dressmaker and can spend only a year in getting experience should have a short course, and that the schools should meet her need and throw in such cultural training as they can fit around the practical training.

#### **"Schools Shackled by Tradition"**

He says the schools have the facilities to do it, but that they have not tried to meet pupils' needs in this way because they have been shackled with system and have feared to break away from traditional methods. This has been true of schools all over the country and not alone true in Minneapolis, Mr. Holbrook says, but he has no hesitation about attempting a change.

"We may have some confusion before we get a new order of things, but to make the schools useful to the greatest number ought to be our aim," said Mr. Holbrook. "The schools should not be ashamed to say to the parents that they stand ready to put

school facilities and equipment to the most effective use to train boys and girls to earn a living. That should be the aim of every boy and girl to earn a living in the line in which he or she has the most ability. Training a boy to be a good mechanic can include character training and training for good citizenship. We are not making anything as a community in letting boys and girls slip out of the public schools when they finish the eighth grade because we reserve our high schools for strictly educational purposes regardless of the great need of training boys and girls to earn a living."

#### **Details of the Plan**

Mr. Holbrook proposes calling parents of eighth grade graduates to the high school and telling them what the high schools can do to meet the requirements of eighth grade graduates.

He proposes to have each pupil make out plan cards, with the assistance of his parents, and to use persuasion with pupils who are not contemplating going to high school, if the high school can be made to offer these pupils what they want.

Another feature of his plan is to have a committee of high school teachers, interested in vocational guidance, co-operate with him in having a central information and employment bureau.

Short courses in the high schools for boys and girls who have definite vocations in mind and only a brief time to spend in getting special training for them is one of the most important features of his plan. It will be the aim of the employment bureau not only to assist pupils in getting jobs when they leave school to go to work, but to help pupils to get work to do that will enable them to be partially self-supporting while they are attending school.

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#### **ORGANIZED LABOR AND INDUSTRIAL EDUCATION**

State-aided vocational education, the chief topic of discussion at a recent conference of the Boston City Club, received the hearty indorsement of Gov. Walsh, Prof. Paul H. Hanus of Harvard, Pres. E. S. Alden of the State branch of the American Federation of Labor, and a number of other speakers.

That organized labor does not, as many seem to suppose, oppose the system of industrial education, was emphasized by E. S. Alden, president of the State branch of the American Federation of Labor. "Organized labor," he declared, "is in favor of industrial education if it will set itself to the accomplishment

of providing a way for the pupil to find that trade in which he is likely to be best fitted and best able to excel.

"Provision should be made to prevent the competition of the schools in the open market with wage-earning labor. Such competition would be most unfair to the craftsmen in the various trades and would profit the student nothing."

### **TRAINING SCHOOL FOR DOMESTICS**

#### **Free Instruction Will Be Given With Regard to the Scientific and Practical Side of Household Work**

During the past few years, since the problem of domestic help has become one of the greatest in American home economics, many theorists and reformers have declared that the only solution of the problem was to start free training schools where young women might learn the scientific as well as the practical side of domestic service. However, no one seemed to have had the initiative or the means to start such an institution, and the training school remained a theory. That is, of course, until the Housewives League took up the problem and with characteristic energy and resourcefulness discovered a way of making it a practical working scheme.

In the course of the next few weeks this organization will open just such a training school in its new headquarters at 25 West Forty-fifth Street, New York City. Carpenters, plumbers and electricians are busy now fitting up the model kitchen where demonstration classes will be held and the spacious auditorium where lectures on every branch of household science will be given.

"It is something that had to come," declared Mrs. Julia W. Heath, founder and president of the Housewives League.

"For a long time we have been educating our heads and not our hands. We women have been making a scientific study of foods, of labor-saving devices, of business principles, etc., and have at the same time been leaving the management of our kitchens to untrained employees who knew nothing and cared less about the analysis of foods and the application of the new devices. Why, only the other day I discovered my cook using a brand of baking powder that I wouldn't for worlds have brought into my kitchen. I thought she was using the brand that I told her to buy, but I suppose the grocer told her this was as good, and not knowing any better, she took it. You see, if she had known, as I do, the chemical analysis of that baking powder, and

how injurious it was, she would not have bought it any more than I would. Of course, there is very little sense in attending lectures and backing movements for the improvement of home conditions, and particularly foodstuffs, if we turn over our household management to unskilled, ignorant employees, is there?"

### **Home Has Been in Transition Stage**

"The home has been in a state of transition during the last twenty or thirty years. Years ago everything was done in the home—the spinning, the weaving, the manufacture of food products. Ready-made clothing, bread and crackers made in factories were unheard of in those days. Now all these things are different. Modern industry has taken a great part of the work from the home and left the housekeeper with a great deal of leisure on her hands," Mrs. Heath explained further. "It has been a period of change and consequently a period of upset. Women, when they found leisure to do so, cultivated their mind. They studied and read and attended lectures, and left the management of their homes to servants. This naturally brought confusion and disorder. However, the women did not confine their attention to literary and cultural activities alone. They also became interested in the sciences and industries of the day. They investigated the great industries and the great factories where foods were prepared, for example, and have seen the wonderful labor-saving, time-saving devices that were used, the wonderful efficient management of these places, and now they are saying why not bring some of these devices into our own homes, why not put our homes on a basis of business efficiency. Do you know why they have not been able to do it so far?" she asked her visitor.

### **Employees Must Be Trained for Business Efficiency**

"It is not because they have lacked the machinery—every day brings forth a new and wonderful labor-saving invention—but is because they lack trained employees to work these machines. If we want to base our homes on business principles we will have to train our employees to a condition of business efficiency. We will have to teach them. That is the reason why we have decided to start these courses.

"Of course," said Mrs. Heath, in closing, "we realize that this work we are undertaking is going to grow to great proportions; but that is what we want. We hope to make this work of the Housewives League felt all over the United States, and in fact the whole world. I cannot go into detail about the work because

the thing will grow of itself, but I know that it must succeed because it is based on a great economic need."

Simultaneous with these courses the school offers 20 lessons in modelling from figures in cast, to be followed by 20 lessons in life modelling, and 20 lessons in architectural modelling to be followed by 20 lessons in applied modelling, such as memorial tablets, doorways, tombs and stones.

Other courses include cabinet making, printing, pottery, showcard design, cobbling, cooking, housekeeping, machine sewing, dressmaking and millinery. These courses are all offered evenings; and afternoon classes for boys were also started in woodwork, pottery, clay modelling, toy and game making, cabinet work, printing, cobbling, sewing and cooking.

The popularity of the course in house framing and construction is perhaps the feature.

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### **WOULD YOU GIVE YOURSELF A JOB?**

By J. R. WORDEN, Burroughs Adding Machine Co.

If you applied to yourself for a job—would you get it?

Think it over.

Just be "boss" for a few minutes—then check up your record for the past month as an employee.

Remember now, it's your money meeting the payroll.

Have you, as an employee, filled your hours with productive, conscientious labor, or have you been too busy watching the clock?

Have you produced enough in that month to make you a profitable investment?

Have you put your shoulder to the wheel—forgotten petty differences and difficulties—or have you put sand in the bearings?

Have you asked questions and improved—or have you been too wise to learn?

Have you analyzed what you are doing, and why, or used instinct instead of reason, and gotten an indifferent and methodless result?

Have you allowed your mind to become poisoned with anger, worry or envy, and by so doing contaminated and reduced the efficiency of others?

Have you gone through the month, a vision of pay-day the oasis in your desert of work? And have you let this vision shut out from view all else in the day's work that would build you to a size where you would give yourself a job?

Or, have you been heart and soul in the work—on the job every minute with a breadth of vision that made of the desert of work an oasis of opportunity?

Check up. Be truthful. Would you give yourself a job?

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### **VOCATIONAL TRAINING FOR LOWER GRADES**

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#### **Director Frazee, of Philadelphia, Plans Preliminary Instruction for Younger Children**

Progressive reorganization of vocational training in public schools, which has characterized the policy of John C. Frazee, of Philadelphia, director of vocational education and guidance, will be further advanced by complete revision in handwork in fourth, fifth and sixth grades.

Provision for preliminary industrial training for school children at present is limited to the seventh and eighth grades. Below these grades, vocational training is limited to superficial knowledge of technicalities of machine work, which is not understood by children.

Actual handwork is confined to weaving baskets, caning chairs and other similar occupations, pleasing to the child, but with no practical bearing on the work which he may be obliged to do later. If he continued the full length of school time and entered trade shops, the situation would not be critical.

#### **Many Leave at Sixth Grade**

Unfortunately, comparatively few do continue so long. Mr. Frazee has made a careful study of school statistics and finds that a surprisingly large number of boys and girls leave school at the sixth grade. He finds that most of the children who leave school while in these grades drift into shops and factories. They have no definite idea beyond the immediate necessity of earning a living. They blindly accept the few unimportant situations for which they are fitted, and start on a career of no advancement, and eternal small salary. Mr. Frazee is determined to give those children a fighting chance for happier existence, living wages and some knowledge of the industrial situation before they are plunged into it.

Mr. Frazee will have simple machinery installed in the grades under observation. This will be the preliminary step to acquainting them with modern methods in the factory and machine shops. He will visualize the whole industrial world for them and help

them to make a wise choice of the vocation most suited to their temperament and ability.

### **Forced to Take Lowest Jobs**

Commenting on the situation, Mr. Frazee said that thousands of children have no knowledge of industrial conditions into which they are thrown. With labor more highly specialized than ever, the average boy and girl, with no practical vocational training in lower grades, is forced to take the lowest positions in the labor scale.

One of the features of the change will be that the machinery will be of such nature as the children can easily handle, instead of the antiquated machinery sometimes used.

It is probable that the reconstructed course will be adopted immediately in some of the fourth, fifth and sixth grades, but Mr. Frazee anticipates an interval of almost two years before all of the 400 grades involved will have proper equipment for the purpose.

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### **AGRICULTURE AS A VOCATION**

A. W. NOLAN

University of Illinois

There are over 6,000,000 farms in the United States. A large percentage of these farms are only about 50 per cent. efficient, and there are large areas of unproductive land ready to give wealth to the man who applies to them the magic of science. A scientific farmer who owns his land is always in a position to make an independent living and to assume leadership in his community.

A study made in an Eastern State shows that the farmer with a college education actually made \$529 per year more than his neighbor who had no scientific training. The business of farming is, therefore, one of the most attractive and promising vocations which is drawing thousands of our high school and college graduates out into the open country to find life and independence.

Six thousand teachers of agriculture are needed and here is an attractive calling for those who care to teach. Every year adds hundreds of high schools and colleges to the list of those asking for teachers of agriculture. The State universities employ more than 2,000 teachers of agriculture, while the experiment stations in forty-three States have on their staff over 1,000

experts in agricultural subjects. The salaries of teachers of agriculture are considerably above those paid to teachers in other subjects.

The United States Department of Agriculture employs many experts, and is requiring more each year. It requires a whole army of men in the offices and extension fields of the government to carry on the work of this rapidly growing department.

Big business also is making great demands for experts in agriculture. Many wealthy men and corporations own extensive tracts of land, orchards, cattle ranches, truck farms, forests, etc., for which they must have high-salaried expert superintendents. Railroads, banks and numerous business organizations are employing agricultural experts to help other agencies promote better farming.

Hundreds of counties all over the United States are organizing to employ agricultural experts to advise with the farmers of the county in the matter of soil improvement and other problems of scientific agriculture. These advisers are paid from \$1,800 to \$4,000 annually, and there will soon be thousands of such men in demand.

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#### CREDIT MEN DISCUSS VOCATIONAL TRAINING

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##### President of Macalester College Makes Eloquent Plea for Better Training and More Systematic Guidance

The monthly meeting of the St. Paul Association of Credit Men was held in the rooms of the St. Paul Commercial Club. A large number of members attended. F. M. Collester, president of the association, acted as toastmaster and presided at the business meeting which followed the dinner.

The principal speaker of the evening was F. M. Hodgman, president of Macalester College, who took for the subject of his address "Vocational Education and Direction." He outlined the opportunity which is offered the United States to attain world leadership through the war in Europe and asked whether we were prepared to take over that responsibility.

His answer was that unless the people of the United States learned the lesson of Germany and provided vocational training for its youth, it would fail to reach that which is in its grasp.

President Hodgman quoted some eloquent figures showing that only a very small proportion of the people of the United States were trained for their life work and illustrated his point

by giving some experiences which had come under his own observation.

In bringing out the importance of vocational direction, Mr. Hodgman said, in part:

#### **Choice of a Vocation**

"Perhaps the most important thing in life is the choice of a vocation. The physical, nervous, mental and spiritual attributes of each one of us exist in a combination that is not duplicated in any other and the different combinations exist in unending variations.

"We should try and impress upon our young people that each one of them is an absolutely distinct creation and unique among the multitude. This fact makes vocational direction the gravest responsibility and we should have trained men and women in every high school and college whose duty it would be to study and live with the students and direct their efforts into paths which are suitable to their peculiar abilities.

"The first great step we must take in attaining world leadership is to follow the lead of Germany in directing our young people to the proper vocations and providing for them the proper training to fit them for their work."

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#### **EFFICIENCY LABOR'S GREAT NEED**

Miss Ida M. Tarbell, well known for her exhaustive investigations into industrial conditions and for her writings, in testimony given before the United States Commission on Industrial Relations refused to admit that labor unions have brought about all of the betterment that has come to the workingman.

She then volunteered a full indorsement of scientific management of industrial corporations—management seeking the greatest degree of efficiency—as a direct and lasting benefit to both employer and employee.

Replying to questions put by Mrs. J. Borden Harriman, the only woman member of the commission, Miss Tarbell gave a rather lean approval to woman suffrage as a panacea for human ills, asserting that most men favor it and that it is the women themselves who are responsible for its somewhat halting progress.

Miss Tarbell is not opposed to labor unions. She believes they have great potential power for improving industrial conditions. In her opinion they have already done a great deal, and she supports the union stand for shorter hours because shorter hours mean more opportunity for personal improvement and enjoyment.

It is her observation that where men work a reasonable length of time they drink less. In her opinion most of the drinking among laboring men results from the necessity for stimulants under the exhaustion of long hours.

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### GIRLS SHOW LACK OF EDUCATION

Before the New York State Factory Investigation Commission, S. G. Rosenbaum, president of the National Cloak and Suit Company testified that two years ago after his firm raised its minimum wage from \$5 to \$6 a week it had to discharge the less competent girls.

Mr. Rosenbaum said that of all the girls from seventeen to twenty years of age, who applied to his firm for work—most of them having graduated from the public schools and in some cases from high schools—fifty per cent. were absolutely inefficient. Of 3,000 women employed by his firm, 570 attended school on the premises and of these thirty per cent. have been dropped as being totally inefficient.

He recited cases of girls from public schools, who had been examined in the schools conducted by the firm and declared that most of them did not know geography. One such girl, he said, had said that the five greatest states were "New York, Pennsylvania, Philadelphia, Boston and Paterson."

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### VOCATIONAL TEACHERS DISCUSS EDUCATION

#### Arthur D. Dean of Albany Tells the Part of Vocational Training in Equipping Workers

"Something has to be done and will be done to do away with the trade wastes experienced throughout the country," said Arthur D. Dean, chief of the division of vocational schools of the New York State Department of Education, in an address at the opening general session of the Western New York Vocational Teachers' Association.

Mr. Dean emphasized that young workers are employed who know absolutely nothing about the particular trade they take up and that those employed in the plants and shops as skilled workers have no time to instruct the new arrivals in the industry taken up.

The cure for this waste of time and service by the apprentices, Mr. Dean declared, is in the establishment of vocational schools. Another type of workers, he said, is being more fully

developed in the continuation schools or part time schools, where the boys and girls going into industries are not forced to give up schooling, but are given the opportunity of earning and learning at the same time.

Another valuable factor of the vocational training advanced by Mr. Dean is the fact that student workers in the vocational shops are trained to be careful and not careless workers, aiding greatly in the safety first movement to minimize industrial accidents.

Mr. Dean said that the training in the vocational schools is becoming so valuable that it will soon be necessary to establish prevocational work in the 7th and 8th grades of the grammar schools in order not to deny the pupils of those schools many of the good things which are now the exclusive lot of the boys and girls that finally go to the vocational schools. Mr. Dean said there is no copyright correlation on longer school days, on making things in the shops, on girls being taught to be real home-makers, or on the teaching of household and personal decoration. These, he said, are developed to a greater degree in the vocational schools than in any other branch of education and that they will rightly be passed back to the 7th and 8th grades.

Joseph Sonnabend, representing the International Association of Machinists, was the first speaker. He discussed "The Effect of Vocational Training on Our Future Craftsmen." He said that the vocational schools, by raising the standard of the workmen, was raising the standard of wages, and labor appreciates the efforts being made by the public vocational institutions.

A. J. Elias, manufacturer, spoke on "Industrial Training From the Business Man's Standpoint." He said that vocational schools provide one means of keeping the boys in school; showing that from the ages of ten to fifteen the attendance includes 47 per cent. of the children, while at eighteen years of age the attendance includes but 8½ per cent. in the regular schools. The average age of the pupils in the vocational courses, he said, is 15½ years.

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### **LOSSES IN WAR AND SCHOOLS**

*(New York Times)*

A novelist who is credited by his admirers with being something of a psychologist declares in one of his recent books that the greatest value of any human being lies in the fact that he or she has no duplicate—is different from and has potentialities unlike any other.

Accepting the assertion as true—and of course it is true in a way—one is led to see with a new clearness just what is wrong with the institutions and customs that deal with humanity, or large sections of it, as composed of similar or identical units. Much of what the novelist meant by value is lost whenever sight is lost of individuality, with its infinitely varying possibilities, and this waste, strangely enough, is most noticeable in schools, where great masses of children are subjected to the same training and taught the same things to the same extent, and in war, where still larger groups of men are dressed in uniform, made to take steps of the same length, and compelled to perform the same sorry task.

The losses are more obvious in the one case than in the other, but perhaps they are no greater. Anyway, in both they are incalculable.

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### **VOCATIONAL WORK AIM OF SCHOOLS**

#### **Compulsory Continuation Idea, Now Being Tried in Boston, Presents Great Possibilities**

Opportunity for young people between the ages of 14 and 18 to divide their time in school between instructive work and systematic vocational training will mark the education of the future, in the opinion of Dr. David Snedden, State Commissioner of Education of Massachusetts.

Dr. Snedden is impressed with the possibilities in the compulsory continuation school idea, now being tried in Boston, and in it he sees a definite step toward such "half and half" education for those who desire to fit themselves for the earning of a livelihood in this way.

He is of the opinion that industrial education is so shaping itself that, in the future, young people between 14 and 18 years of age will be given opportunity to divide their time between work in industrial and commercial establishments and in the home and on the farm, on the one hand, and systematic instruction related thereto, on the other.

The fact that now children are not permitted to work during school hours in industrial and commercial establishments until the age of 14 has been reached is of benefit, but on the other hand we have no assurance that it will be wise to make school attendance compulsory for full time up to the age of 16.

An adjustment whereby children between these ages can, if they wish, earn something while getting the valuable experience

that comes from participating in actual work carried on under commercial conditions, while at the same time being assured of some systematic industrial or other form of vocational training, is the ideal to be sought.

There is no discussion today of compulsory attendance on a vocational school as an alternative to attendance on a general high school or other institution of liberal education. Every intelligent person discussing vocational education is interested primarily in simply creating opportunities for the obtaining of this training.

"We do not wish to develop caste education in America," he said. "What we desire is to create as many open doors of opportunity as possible, leaving it to parents and the advisers of young people to assist them in finding the door which will be of most profit in their cases."

Dr. Snedden speaks of the potential value of such arrangements between industrial concerns and vocational schools as obtain at Quincy and Beverly, in which young people may work part of the time at the industrial plants, and during the rest of what might be their working time study the things they may need to know in their trades in schools which furnish systematic training in these subjects.

The devotion of alternate weeks to the two spheres of activity, as in the employment of the boy one week at the plant and his training the next week in school, and so on, with proper arrangements as to shifts of workers, Dr. Snedden suggests, is a good idea and one likely to prove valuable in this field.

#### **GENERAL EDUCATIONAL NOTES**

The phase to which attention is now directed with much force by speakers and specialists, and which Governor Walsh emphasized at the City Club, is industrial education, says the *Boston Record*. So far we have hardly more than groped for this idea. Vocational training there has been to some extent, and educators have watched the scheme with close interest and optimism. But we must pursue this idea further. Our educational system will not be perfect, will not fulfill its obvious duty to the public, until there is at the command of every youth in the State an expertly administered system of instruction and training that will prepare him thoroughly for the vocation which he intends to follow for his life work.

Last year a comparison was made of fifty-one children carefully placed by the Alliance Employment Bureau of New York,

but who had no trade training, with fifty-one children who had had trade training. The average wage of the untrained children who had been working for six months was \$4.30 a week; that of the trained, \$6.85. Of the children working one year, the untrained were getting \$5.10 and the trained \$9.50. And of the untrained children who had been working for two years, the average wage was \$5.85, while that of the trained 16-year-old worker was almost double that, \$10.84.

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"Vocational training is no longer a theory. It will very soon be a part of every school system. To bring this training close to the business interests of the community, it must be controlled by industrial men who know industrial conditions and who can adjust the work to meet the changes that so frequently occur," says Elizabeth Carlisle, writing in a Wilmington, Del., paper. "The demand for industrial education is not a sentiment but an aspiration toward a better order of society. The public school system is in a state of transition based upon the change in industrial conditions. Industrial education is in the experimental stage and very much remains to be done. It seems destined to bring all the varied interests, trade unions, capital and the State into co-operation, to place vocational training on a scientific basis and to make the school efficient for all classes."

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In the Hoboken (N. J.) Industrial School for Girls the pupils are trained for girls' work, which centers in the home, public welfare service, or some vocation which may be entered with interest and understanding. Specifically the vocations taught are home-making, including general duties and care of children, school teaching, trained nursing, public welfare work, sewing, millinery, and dressmaking. The total cost per capita is \$47.71.

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As a result of a recommendation made by the Committee on Industrial Education, the Brooklyn, N. Y., Manufacturers' Association will shortly call a conference of business men, manufacturers, educators and all others interested in industrial and vocational training for boys and girls with a view to starting a movement to make such training general.

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A school in the South for the education of the descendants of revolutionary patriots is the latest patriotic endeavor of the Daughters of the American Revolution. The fund for this purpose has already been started, and \$575 has been placed in the hands of the treasury as a nucleus. The State of North Carolina has offered the D. A. R. the historic John Paul Jones House and 125 acres of land as a site for the school.

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The recent report of the United States Commission on Vocational Education shows that only one-half of the children who enter the city elementary schools of the country continue to the

end, and only one in ten reaches the final year of the high school. On the average, 10 per cent. of the children have left school at 13 years of age, 40 per cent. at 14, 70 per cent. at 15, and 85 per cent. have no schooling after they are 16. There are probably not far from five million boys and girls between 14 and 18 years of age who are not in school.

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Attacks on various trade schools and the theoretical methods employed in instruction of children marked the addresses at the second session of the twenty-seventh annual convention of the Master House Painters' and Decorators' Association of Pennsylvania. William C. Ash, of Philadelphia, spoke unfavorably of the trade school "presided over by people of theoretical training, and the school that advertises to train a boy for a calling in four months. Such institutions must have a higher degree of efficiency," he said.

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The training of girls for vocations, which is at present one of the biggest movements among American women, was the subject of a big conference of women which met at the University of Michigan. The conference attracted many civic leaders who are anxious to stimulate interest in other vocations than that of teaching. Social service, civil service, secretarial work, librarianship, journalism, interior decorating, business administration and household economics are urged as untilled fields for American girls who seek to support themselves independently. It is planned to have all information in regard to the different vocations compiled and distributed among girls interested.

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The County School Commissioners of Cumberland County, Md., have under advisement the introduction of domestic science and manual training courses in all the grades of the high schools of the county. It is also planned to broaden the scope of domestic science as is now taught in the high schools of Frederick and Brunswick. Home economics is also being considered for the schools of Thurmont and Middletown. If the plan is established, girls will be taught to make bread, and boys to sew on buttons, in all the grades.

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The attendance at the Prevocational School of Louisville is doubled this year over the enrollment of last year. Besides the regular academic course, printing, bookbinding, cabinetmaking, electrical wiring and dressmaking are taught.

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The Sportsman Club of America is to establish a million-dollar hospital trade school for cripples in Chicago, with Dr. John D. Robertson, the "American Dr. Lorenz," at its head. Only crippled children will be admitted to the institution, and every child taken in will be taught a trade at which it may make a living for itself.

Committees of  
The National Association of Corporation Schools  
1914-15

Trade Apprenticeship Schools

J. M. Larkin, *Chairman*,  
Fore River Shipbuilding Corporation,  
Quincy, Mass.  
F. W. Thomas,  
Atchison, Topeka & Santa Fe Railway,  
Topeka, Kansas.  
W. L. Chandler,  
Dodge Mfg. Company, Mishawaka, Ind.

Special Apprenticeship Schools

F. R. Jenkins, *Chairman*,  
Commonwealth Edison Company,  
Chicago, Ill.  
J. W. Dietz,  
Western Electric Company, Chicago, Ill.  
T. E. Donnelley,  
R. R. Donnelley & Sons Company,  
Chicago, Ill.

Accounting and Office Work Schools

George B. Everitt, *Chairman*,  
National Cloak and Suit Company,  
203-17 West 24th St., New York City.  
Frederick Uhl,  
The American Telephone & Telegraph  
Company,  
15 Dey Street, New York.  
E. J. Mehren,  
The McGraw Publishing Company,  
230 West 30th St., New York.  
E. C. Wolf,  
The Curtis Publishing Company,  
Philadelphia, Pa.  
H. V. R. Scheel,  
Brighton Mills, Passaic, N. J.

Advertising, Selling and Distribution  
Schools

C. A. S. Howlett, *Chairman*,  
General Electric Company,  
Schenectady, N. Y.  
Prof. M. T. Copeland,  
Harvard Business School,  
Cambridge, Mass.  
F. P. Pitzer,  
The Equitable Life Assurance Society,  
165 Broadway, New York.  
H. G. Petermann,  
United Cigar Stores Company,  
44 West 18th St., New York City.  
H. Tipper,  
The Texas Company,  
17 Battery Place, New York City.  
Dr. Lee Galloway,  
New York University,  
Washington Sq. East, New York City.

Safety, Hygiene and Co-operation

L. H. Burnett, *Chairman*,  
Carnegie Steel Company, Pittsburgh, Pa.  
Sidney W. Ashe,  
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